

## Grade 1 ► Weeks 1-6 What Do Good Readers, Writers &amp; Thinkers Do?

## CODING KEY

★ = New Standard

🌀 = Continued Focus

▶ = Focus Fading to Mastery

## FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Print Concepts	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
<b>SL.1.1:</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ★ c. Ask questions to clear up any confusion about the topics and texts under discussion. ★ <b>SL.1.2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ★	<b>RF.1.1:</b> Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). ★	<b>RL.1.1:</b> Ask and answer questions about key details in a text. ★ <b>RL.1.3:</b> Describe characters, settings, and major events in a story, using key details. ★	<b>RI.1.1:</b> Ask and answer questions about key details in a text. ★	(Begins in Weeks 7-12)	<b>L.1.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. ★ c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop.</i> ). ★ j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. ★ <b>L.1.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. ★ b. Use end punctuation for sentences. ★ e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. ★
	<b>Phonological Awareness</b> <b>RF.1.2:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. ★ b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. ★ c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ★ d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). ★	<b>Craft and Structure</b> (Begins in Weeks 13-18)	<b>Craft and Structure</b> <b>RI.1.6:</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. ★	<b>Production and Distribution of Writing</b> (Begins in Weeks 7-12)	
	<b>Phonics and Word Recognition</b> <b>RF.1.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode regularly spelled one-syllable words. ★	<b>Integration of Knowledge and Ideas</b> <b>RL.1.7:</b> Use illustrations and details in a story to describe its characters, setting, or events. ★	<b>Integration of Knowledge and Ideas</b> <b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas. ★	<b>Research to Build and Present Knowledge</b> <b>W.1.7:</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). ★ <b>W.1.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ★	
		<b>Range of Reading and Level of Text Complexity</b> <b>RL.1.10:</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1. ★	<b>Range of Reading and Level of Text Complexity</b> <b>RI.1.10:</b> With prompting and support, read informational texts appropriately complex for grade 1. ★	<b>Range of Writing</b> (Begins in Grade 3)	
Presentation of Knowledge and Ideas	Fluency				Knowledge of Language
<b>SL.1.5:</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. ★ <b>SL.1.6:</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) ★	<b>RF.1.4:</b> Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding ★ c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ★				(Begins in Grade 2)
					<b>Vocabulary Acquisition and Use</b> <b>L.1.5:</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. ★ <b>L.1.6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). ★

## Grade 1 ► Weeks 7-12 What Do Good Readers, Writers &amp; Thinkers Do?

## CODING KEY

★ = New Standard

⦿ = Continued Focus

► = Focus Fading to Mastery

## FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Print Concepts	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
SL.1.1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ⦿ c. Ask questions to clear up any confusion about the topics and texts under discussion. ⦿	RF.1.1: Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). ►	RL.1.1: Ask and answer questions about key details in a text. ⦿ RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson. ★ RL.1.3: Describe characters, settings, and major events in a story, using key details. ⦿	RI.1.1: Ask and answer questions about key details in a text. ⦿ RI.1.2: Identify the main topic and retell key details of a text. ★	W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. ★	L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. ► b. Use common, proper, and possessive nouns. ★ c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops</i> ; <i>We hop</i> ). ⦿ e. Use verbs to convey a sense of past, present and future (e.g., <i>Yesterday I walked home</i> ; <i>Today I walk home</i> ; <i>Tomorrow I will walk home</i> ). ★ j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. ⦿
	RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. ⦿ b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. ⦿ c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ⦿ d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). ⦿				
Presentation of Knowledge and Ideas	Phonics and Word Recognition	Craft and Structure	Craft and Structure	Production and Distribution of Writing	Conventions of Standard English
SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ⦿ SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ★ SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. ⦿ SL.1.6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) ⦿	RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. ★ b. Decode regularly spelled one-syllable words. ⦿ d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. ★ e. Decode two-syllable words following basic patterns by breaking the words into syllables. ★ g. Recognize and read grade-appropriate irregularly spelled words. ★	(Begins in Weeks 13-18)	RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. ⦿	W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. ★ W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ★	L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. ⦿ b. Use end punctuation for sentences. ⦿ c. Use commas in dates and to separate single words in a series. ★ e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. ⦿
	RF.1.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. ⦿ b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ★ c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ⦿	(Begins in Weeks 13-18)	RI.1.7: Use the illustrations and details in a text to describe its key ideas. ⦿	W.1.7: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). ⦿ W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ⦿	
	Fluency	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Research to Build and Present Knowledge	Conventions of Standard English
		RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events. ⦿	RI.1.7: Use the illustrations and details in a text to describe its key ideas. ⦿	W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ★	L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. ⦿ b. Use end punctuation for sentences. ⦿ c. Use commas in dates and to separate single words in a series. ★ e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. ⦿
		RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1. ⦿	RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1. ⦿	W.1.7: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). ⦿ W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ⦿	
		Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity	Range of Writing (Begins in Grade 3)	Knowledge of Language (Begins in Grade 2)
					Vocabulary Acquisition and Use
					L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. ► b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). ★ c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ). ★ L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ). ⦿

## Grade 1 ► Weeks 13-18 What Do Good Readers, Writers &amp; Thinkers Do?

## CODING KEY

★ = New Standard

⦿ = Continued Focus

► = Focus Fading to Mastery

## FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Print Concepts	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
<p>SL.1.1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ⦿</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. ★</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion. ⦿</p> <p>SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ⦿</p> <p>SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. ★</p>	Phonological Awareness	<p>RL.1.1: Ask and answer questions about key details in a text. ⦿</p> <p>RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson. ⦿</p> <p>RL.1.3: Describe characters, settings, and major events in a story, using key details. ⦿</p>	<p>RI.1.1: Ask and answer questions about key details in a text. ⦿</p> <p>RI.1.2: Identify the main topic and retell key details of a text. ⦿</p> <p>RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. ★</p>	<p>W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. ★</p>	<p>L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use common, proper, and possessive nouns. ⦿</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). ►</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, they, them, their; anyone, everything</i>). ★</p> <p>e. Use verbs to convey a sense of past, present and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). ⦿</p> <p>f. Use frequently occurring adjectives. ★</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. ⦿</p> <p>L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people. ►</p> <p>b. Use end punctuation for sentences. ►</p> <p>c. Use commas in dates and to separate single words in a series. ⦿</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ★</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. ⦿</p>
	Phonics and Word Recognition	Craft and Structure	Craft and Structure	Production and Distribution of Writing	
	<p>RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words. ►</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. ►</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ►</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). ►</p>	<p>RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. ★</p> <p>RL.1.6: Identify who is telling the story at various points in a text. ★</p>	<p>RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. ★</p> <p>RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. ★</p> <p>RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. ⦿</p>	<p>W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. ⦿</p> <p>W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ⦿</p>	
	Fluency	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Research to Build and Present Knowledge	
<p>SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ⦿</p> <p>SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. ►</p> <p>SL.1.6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) ⦿</p>	<p>RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs. ⦿</p> <p>b. Decode regularly spelled one-syllable words. ⦿</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds. ★</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. ⦿</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables. ⦿</p> <p>f. Read words with inflectional endings. ★</p> <p>g. Recognize and read grade-appropriate irregularly spelled words. ⦿</p>	<p>RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events. ⦿</p> <p>RL.1.9: Compare and contrast the adventures and experiences of characters in stories. ★</p>	<p>RI.1.7: Use the illustrations and details in a text to describe its key ideas. ⦿</p>	<p>W.1.7: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). ⦿</p> <p>W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ⦿</p>	
		Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity	Range of Writing	
		<p>RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1. ⦿</p>	<p>RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1. ⦿</p>	<p>(Begins in Grade 3)</p>	<p><b>Knowledge of Language</b></p> <p>(Begins in Grade 2)</p>

Grade 1 ▶ Weeks 13-18 (cont.) What Do Good Readers, Writers & Thinkers Do?

CODING KEY

★ = New Standard      ⌚ = Continued Focus      ▶ = Focus Fading to Mastery

FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
					<b>Vocabulary Acquisition and Use</b> L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. ★ b. Use frequently occurring affixes as a clue to the meaning of a word. ★ c. Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ). ★ L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). ⌚ c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ). ⌚ L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ). ⌚



## Grade 1 ► Weeks 19-24 What Do Good Readers, Writers &amp; Thinkers Do?

## CODING KEY

★ = New Standard

⦿ = Continued Focus

► = Focus Fading to Mastery

## FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language	
Comprehension and Collaboration	Print Concepts	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English	
SL.1.1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ▶ b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ⓞ c. Ask questions to clear up any confusion about the topics and texts under discussion. ▶ SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ▶ SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Ⓞ	Phonological Awareness	RL.1.1: Ask and answer questions about key details in a text. ▶ RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson. Ⓞ RL.1.3: Describe characters, settings, and major events in a story, using key details. ▶	RI.1.1: Ask and answer questions about key details in a text. ▶ RI.1.2: Identify the main topic and retell key details of a text. Ⓞ RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. Ⓞ	W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. ★ W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. Ⓞ	L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use common, proper, and possessive nouns. Ⓞ d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, they, them, their; anyone, everything</i> ). Ⓞ e. Use verbs to convey a sense of past, present and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ). Ⓞ f. Use frequently occurring adjectives. Ⓞ g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ). ★ h. Use determiners (e.g., articles, demonstratives). ★ i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ). ★ j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. Ⓞ	
	Phonics and Word Recognition	RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. Ⓞ b. Decode regularly spelled one-syllable words. ▶ c. Know final –e and common vowel team conventions for representing long vowel sounds. Ⓞ d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. ▶ e. Decode two-syllable words following basic patterns by breaking the words into syllables. ▶ f. Read words with inflectional endings. Ⓞ g. Recognize and read grade-appropriate irregularly spelled words. Ⓞ	Craft and Structure	RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Ⓞ RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. Ⓞ RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. ▶	Production and Distribution of Writing	W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. Ⓞ W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Ⓞ
	Presentation of Knowledge and Ideas	Fluency	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Research to Build and Present Knowledge	L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use commas in dates and to separate single words in a series. Ⓞ d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Ⓞ e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Ⓞ
	SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Ⓞ SL.1.6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) Ⓞ	RF.1.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. Ⓞ b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Ⓞ c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Ⓞ	Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity	Range of Writing	Knowledge of Language
		RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1. Ⓞ	RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1. Ⓞ	(Begins in Grade 3)	(Begins in Grade 2)	

Grade 1 ▶ Weeks 19-24 (cont.) What Do Good Readers, Writers & Thinkers Do?

CODING KEY

★ = New Standard      ⌚ = Continued Focus      ▶ = Focus Fading to Mastery

FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
					<p><b>Vocabulary Acquisition and Use</b></p> <p><b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase. ⌚</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word. ⌚</p> <p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). ⌚</p> <p><b>L.1.5:</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). ▶</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). ⌚</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. ★</p> <p><b>L.1.6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>). ⌚</p>

## Grade 1 ► Weeks 25-30 What Do Good Readers, Writers &amp; Thinkers Do?

## CODING KEY

★ = New Standard    Ⓢ = Continued Focus    ► = Focus Fading to Mastery

## FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
<b>Comprehension and Collaboration</b>	<b>Print Concepts</b>	<b>Key Ideas and Details</b>	<b>Key Ideas and Details</b>	<b>Text Types and Purposes</b>	<b>Conventions of Standard English</b>
SL.1.1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. ►	<b>Phonics and Word Recognition</b>	RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson. ►	RI.1.2: Identify the main topic and retell key details of a text. ► RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. Ⓢ	W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Ⓢ W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. Ⓢ	L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use common, proper, and possessive nouns. Ⓢ d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, they, them, their; anyone, everything</i> ). ► e. Use verbs to convey a sense of past, present and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ). Ⓢ f. Use frequently occurring adjectives. Ⓢ g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ). Ⓢ h. Use determiners (e.g., articles, demonstratives). Ⓢ i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ). Ⓢ j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. Ⓢ
SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Ⓢ	<b>Phonological Awareness</b>	<b>Craft and Structure</b>	<b>Craft and Structure</b>	<b>Production and Distribution of Writing</b>	L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use commas in dates and to separate single words in a series. Ⓢ d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Ⓢ e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Ⓢ
<b>Presentation of Knowledge and Ideas</b>	RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. ► c. Know final -e and common vowel team conventions for representing long vowel sounds. ► f. Read words with inflectional endings. ► g. Recognize and read grade-appropriate irregularly spelled words. Ⓢ	RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Ⓢ RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. Ⓢ RL.1.6: Identify who is telling the story at various points in a text. Ⓢ	RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Ⓢ RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. Ⓢ	W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. Ⓢ W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Ⓢ	<b>Knowledge of Language</b> (Begins in Grade 2)
	<b>Fluency</b>	<b>Integration of Knowledge and Ideas</b>	<b>Integration of Knowledge and Ideas</b>	<b>Research to Build and Present Knowledge</b>	<b>Vocabulary Acquisition and Use</b>
SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Ⓢ SL.1.6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) Ⓢ	RF.1.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. Ⓢ b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Ⓢ c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Ⓢ	RL.1.9: Compare and contrast the adventures and experiences of characters in stories. Ⓢ	RI.1.8: Identify the reasons an author gives to support points in a text. ★ RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Ⓢ	W.1.7: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). Ⓢ W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Ⓢ	L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. Ⓢ b. Use frequently occurring affixes as a clue to the meaning of a word. Ⓢ c. Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ). ► L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ). Ⓢ d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i> ) and adjectives differing in intensity (e.g., <i>large, gigantic</i> ) by defining or choosing them or by acting out the meanings. Ⓢ L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ). Ⓢ
		<b>Range of Reading and Level of Text Complexity</b>	<b>Range of Reading and Level of Text Complexity</b>	<b>Range of Writing</b> (Begins in Grade 3)	
		RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1. Ⓢ	RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1. Ⓢ		

Grade 1 ► Weeks 31-36 **What Do Good Readers, Writers & Thinkers Do?****CODING KEY**

★ = New Standard    Ⓢ = Continued Focus    ► = Focus Fading to Mastery

**FOCUS STANDARDS**

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Print Concepts	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. ►	Phonological Awareness	Craft and Structure RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. ►	RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. ►	W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. Ⓢ	L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use common, proper, and possessive nouns. ► e. Use personal, possessive, and Use verbs to convey a sense of past, present and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ). ►
Presentation of Knowledge and Ideas SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ► SL.1.6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) ►	Phonics and Word Recognition	RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. ►	Craft and Structure RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. ► RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. ►	W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Ⓢ	f. Use frequently occurring adjectives. ► g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ). ► h. Use determiners (e.g., articles, demonstratives). ► i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ). ► j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. ►
	Fluency	RL.1.6: Identify who is telling the story at various points in a text. ►	Integration of Knowledge and Ideas RI.1.8: Identify the reasons an author gives to support points in a text. ► RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). ►	Production and Distribution of Writing W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. Ⓢ W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Ⓢ	L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use commas in dates and to separate single words in a series. ► d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Ⓢ e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Ⓢ
		Integration of Knowledge and Ideas RL.1.9: Compare and contrast the adventures and experiences of characters in stories. ►		Research to Build and Present Knowledge W.1.7: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). Ⓢ W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Ⓢ	Knowledge of Language (Begins in Grade 2)
		Range of Reading and Level of Text Complexity RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1. ►	Range of Reading and Level of Text Complexity RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1. ►		Vocabulary Acquisition and Use L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. ► b. Use frequently occurring affixes as a clue to the meaning of a word. ► L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ). ► d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i> ) and adjectives differing in intensity (e.g., <i>large, gigantic</i> ) by defining or choosing them or by acting out the meanings. ►
				Range of Writing (Begins in Grade 3)	